



# **Stakeholder Feedback Diagnostic**

## **Educational Service Unit #17**

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# TABLE OF CONTENTS

Introduction.....	1
Criteria for Assessing Stakeholder Feedback.....	2
Areas of Notable Achievement.....	3
Areas in Need of Improvement .....	4

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## Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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**Criteria for Assessing Stakeholder Feedback**

<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	<ul style="list-style-type: none"><li>•Evidence of survey responses</li><li>•Evidence of survey response rates</li></ul>	Level 3

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## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

On the Fall 2012 ESU #17 School Stakeholder Survey (SSS), the following indicators received the highest ratings:

Indicator 1.2 Agency leaders and staff share a commitment to learning, use and share their knowledge and skills, and conduct themselves in a professional manner.

Indicator 2.6 Agency personnel demonstrate professionalism in their work with constituent schools/systems.

Indicator 4.3 The agency maintains facilities that contribute to a safe environment (and) The agency maintains appropriate facilities and equipment to support its purpose and direction.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Although other department-based surveys have been administered in 2007 and 2010, the Fall 2012 ESU #17 School Stakeholder Survey was the first survey administered that specifically addressed the AdvancED Standards for Quality. As such, it serves primarily to indicate baseline data regarding our Stakeholders' perceptions of our performance toward those Standards.

A Staff Perception Survey was also administered this fall, which included 21 questions that were also on the School Stakeholder Survey in order to compare internal and external perceptions.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

A Staff Perception Survey (SPS) was also administered this fall, which included 21 questions that were also on the School Stakeholder Survey (SSS) in order to compare internal and external perceptions.

Indicator 1.2 Agency leaders and staff share a commitment to learning, use and share their knowledge and skills, and conduct themselves in a professional manner. (4.45 on SSS; 4.30 on SPS) Consistent Performance.

Indicator 4.3 The agency maintains facilities that contribute to a safe environment (and) The agency maintains appropriate facilities and equipment to support its purpose and direction. (4.4 on SSS; 4.35 on SPS) Consistent Performance.

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

On the Fall 2012 ESU #17 School Stakeholder Survey (SSS), the following indicators received the lowest ratings:

Indicator 1.1 The agency purpose statement is communicated to and understood by all stakeholder groups.

Indicator 4.2 Multiple funding options are pursued to secure material and fiscal resources to meet the needs of all constituents and improve agency effectiveness.

Indicator 5.3 The agency communicates information about progress of agency improvement goals to stakeholders.

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

Although other department-based surveys have been administered in 2007 and 2010, the Fall 2012 ESU #17 School Stakeholder Survey was the first survey administered that specifically addressed the AdvancED Standards for Quality. As such, it serves primarily to indicate baseline data regarding our Stakeholders' perceptions of our performance toward those Standards.

A Staff Perception Survey was also administered this fall, which included 21 questions that were also on the School Stakeholder Survey in order to compare internal and external perceptions.

### **What are the implications for these stakeholder perceptions?**

While the Staff Perception Survey reflects that communication is not an issue, the School Stakeholder Survey (SSS) appeared to indicate a different perception specifically related to communication and understanding of the agency Purpose Statement, agency progress toward improvement goals, student learning statistics, and overall communication effectiveness.

The majority of agency communication takes place through email, the agency website, and the ESU #17 newsletter. The primary focus of these communication avenues is to promote professional development opportunities. In lieu of SSS feedback, this communication needs to be expanded to include activities and processes associated with the AdvancED Quality Standards.

The other area which rated low with stakeholders was "multiple funding options are pursued to secure material and fiscal resources to meet the needs of all constituents and improve agency effectiveness". This is also a communication issue, since ESU #17 has been actively involved in grants (USDA Rural Utilities Service (RUS) grant--technology, Carl J. Perkins grant--career education). School district superintendents are generally kept informed through quarterly Advisory Council meetings; however, that is typically the extent of grant activity sharing and communication.

ESU #17 needs to become more knowledgeable of student performance data in order to communicate student learning statistics. Steps have been taken to acquire access to this data in order to collect, organize, analyze, and share this information with agency stakeholders.

Understanding existing student needs will allow the agency to provide direct support in order to positively impact overall student learning.

ESU #17 also needs to develop a systematic approach to sharing information related to our agency improvement efforts and activities with our school stakeholders. An extensive ESU #17 AdvancED wiki has been developed, which includes much of this information, specifically a detailed profile and the agency improvement plan. By reporting activities, progress, and results of our findings through our quarterly agency newsletter, communication can be improved.

#### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

In contrast, the ESU #17 Staff Perception Survey indicated that communication shared with school stakeholders was at a moderately high level of performance; however, the focus of information shared with stakeholders primarily entailed professional development opportunities, not information related to agency improvement processes.

School districts will have a future opportunity in which to provide face-to-face feedback regarding services provided when the agency conducts its first department review process in January. This conversation will primarily focus on what aspects of our programs are doing well and what areas need to be improved, but will also be an opportunity in which to conduct follow-up discussion on feedback received from the School Stakeholder Survey, either for clarification (definition) or to determine whether improvement has been made.